

**MS in Education - Electronic Portfolio Evaluation
based upon**



MS Candidate's Name: _____

Check one:

Formative Evaluation

Summative Evaluation

Metastandards and Components
Metastandard 1: Subject and Pedagogic Knowledge
1.1 Teachers demonstrate breadth and depth of knowledge and understanding of subject area content.
1.2 Teachers demonstrate knowledge and understanding of pedagogy and content-pedagogy and apply this knowledge in their curriculum planning and classroom instruction.
1.3 Teachers know how to integrate learning experiences within and across disciplines.
1.4 Teachers are able to use diverse instructional strategies to teach for understanding.

Proposition 2
Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.

Electronic Portfolio Evaluation		
Unsatisfactory	Satisfactory	Excellent
Evidence unfocused, of questionable relevance, incomplete, limited or weak in one or more areas. Quality and scope of evidence is not consistent with practices of experienced and effective professional educators. Evidence is not well-presented, organized and/or easily accessed and understood.	Evidence is focused, relevant and complete. Quality and scope of evidence is consistent with the practices of experienced and effective professional educators. Evidence is well-presented, organized, easily accessed and understandable.	Evidence is above average in its focus, relevance and thoroughness. Quality and scope of evidence exceeds level expected of experienced and effective professional educators. Evidence is exceptionally well-presented, organized, accessible and clear.
Artifacts / Evidence Comments:		
Reflection Comments:		

M.S. in Education Metastandards and Components

Metastandard 2: Managing and Monitoring Student Learning

2.1 Teachers use a range of instructional techniques to keep students motivated, engaged and focused.
2.2 Teachers engage students to ensure a disciplined learning environment.
2.3 Teachers organize instruction to meet instructional goals.
2.4 Teachers can design and implement developmentally appropriate learning experiences.
2.5 Teachers provide multiple paths to knowledge and respond to the individual needs of students.
2.6 Teachers know how to assess the educational progress of individuals and groups.
2.7 Teachers use multiple methods to measure/assess student growth and understanding.

Proposition 3

Teachers are Responsible for Managing and Monitoring Student Learning.

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
 They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
 NBCTs know how to assess the progress of individual students as well as the class as a whole.
 They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

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M.S. in Education Metastandards and Components

Metastandard 3: Commitment to Diversity

- 3.1 Teachers understand how all students develop and learn.
- 3.2 Teachers can create safe, secure, and tolerant learning environments.
- 3.3 Teachers respect the cultural and family differences students bring to the classroom.
- 3.4 Teachers treat students equitably and address individual differences in their practices.

Proposition 1

Teachers are Committed to Students and Learning

NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

NBCTs understand how students develop and learn.

They respect the cultural and family differences students bring to their classroom.

They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.

NBCTs are also concerned with the development of character and civic responsibility.

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M.S. in Education Metastandards and Components

Metastandard 4: Technology and/or the Internet

4.1 Teachers can identify, evaluate, access, and adapt technology- and Internet-based resources to support learning.

4.2 Teachers are able to integrate technology and the Internet in the design and development of curricular and instructional resources for the classroom.

4.3 Teachers effectively use technology- and/or Internet-based practices to promote student learning.

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Metastandard 5: Field Practice

5.1 Teachers use subject, curricular and pedagogic knowledge to plan and deliver effective, developmentally appropriate instruction.

5.2 Teachers design, select and employ instructional practices which are sensitive to the diverse needs of learners.

5.3 Teachers deliver instruction which includes the effective and dynamic use of technology.

5.4 Teachers demonstrate effective classroom management skills.

5.5 Teachers incorporate systematic and varied assessment techniques to monitor student learning.

5.6 Teachers are reflective, engaged participants in their learning communities.

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Metastandard 6: Inquiry and Reflective Practice

6.1 Teachers regularly engage in inquiry and analyses of theory and practice.
6.2 Teachers are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
6.3 Teachers synthesize emerging knowledge in an attempt to strengthen the quality of their work and expand their repertoire of skills.
6.4 Teachers regularly engage in reflection about their professional practices, incorporating feedback from both self- and external-evaluation.

Proposition 4

Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
 They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
 They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

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Metastandard 7: Learning Community

7.1 Teachers collaborate with others to improve student learning.

7.2 Teachers are leaders who actively seek and build partnerships with individuals and groups in the community.

7.3 Teachers work with other professionals on instructional policy, curriculum development and staff development.

7.4 Teachers work collaboratively with parents to engage them productively in the work of the school.

Proposition 5

Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

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